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ABSTRACT

A study was conducted to determine adult learners' perceptions of their undergraduate evening programs and, at the same time, provide those same adult learners with an active learning research experience. Fifty-item questionnaires focusing on class scheduling, student characteristics and activity participation, quality of services offered, and ways of improving existing programs were completed by 889 of 1,379 adults (a 64% response rate) attending evening classes at Armstrong State College (Georgia). The responding students participated in both designing the survey and analyzing its findings. Most (88.9%) students agreed that more variety in class offerings is needed, and 53.1% rated quality of instruction in their programs as excellent. Most (85.3%) respondents expressed a need for more lighting and security on campus in the evening. Only 11.2% of the students knew their student government representative's name; however, 44.1% felt a representative specifically for evening students is needed. Most students (58.5%) had enrolled in evening school with a baccalaureate degree as their ultimate goal; 22.0% enrolled to get an associate degree. The survey was positively received by school administrators, and several curriculum changes and the creation of the new position of director of adult learning were direct results of the survey . (The survey instrument is appended.) (MN)

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ED 361 575

The Evening Student Survey

Cynthia McCormick

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Paper presented at the annual meeting of the Southeastern Psychological Association (March, 1993), Atlanta, GA.

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Abstract

Two timely issues are pertinent to this study. One concern is the quality of undergraduate education, which was also the topic of APA's Conference on Enhancing the Quality of Undergraduate Education in Psychology (June 1991). The other issue is the increasing presence of the adult learner on our campuses. According to the Chronicle of Higher Education Almanac (1991), 63% of our college students are age 25 and over. The objectives of this research were: (1) to discern adult learner perceptions of the undergraduate evening program; (2) to replicate previous results while further exploring curriculum concerns; (3) to use the data to enhance the quality of the program; (4) to provide students with an active learning research experience. A distributed fifty item questionnaire was completed by 889 students (a 64% return rate) attending evening classes at a university system four year liberal arts college. Student involvement also included survey design and data analysis. Statistical analyses consisted of frequencies and chi squares. Results focused on class scheduling, student profiles, activity participation, motivation for attending college, sources of funding, quality of services offered, and strengths, weaknesses and ways to improve the undergraduate evening program. For example, 98.9% of the students agreed that there is a need for more variety in class offerings and 53.1% indicated that the quality of instruction as excellent. Direct results include positive review by administrators, some relevant curriculum changes and the creation of a new director of adult learning.

EVENING STUDENT SURVEY

An area of increasing importance to educators is that of the adult learner. Institutions of higher education are currently experiencing the projected increase in adult student enrollment that was predicted by Lightner in 1984 in a presentation at the National Conference of the Society of Educators and Scholars. According to The Chronicle of Higher Education Almanac (1991), 63.6 percent of all college students are age 25 or over. The growth in the number of adult learners is leading to an escalation of attendance at evening classes (Caya & Gugino, 1989). The value of the adult learner to institutions of higher learning is accelerating as the enrollment of traditional students decreases with the declining birthrate.

As Bruce (1991) stated, the increased presence of the adult learner on college campuses is generating new vitality and enthusiasm. Accompanying this growth is a need for alternative programming and services. For the prerequisite planning to be effective, input from the evening students themselves should be considered. Institutional research can be effectively combined with academic expertise in order to provide the foundations for future planning. A survey of individual attitudes and perceptions can become an instrument of change (Katz & Kahn, 1978). The goal of this project was to generate useful information about an increasingly important student

constituency - the evening student.

The objectives of this study of the evening student population at Armstrong State College were:

* To define the view of the evening program as perceived by students attending classes held after 3:00 p.m.
* To identify specific strengths and weaknesses of the program.
* To construct a profile of the evening student.
* To replicate and expand the results of an earlier survey of evening students conducted in April 1990.

In order to accomplish these objectives, one of the three major techniques in survey research was selected - the distributed questionnaire (Neale & Liebert, 1986). This method has the advantages of being able to reach a large number of subjects and to yield objective data. The subjects are also protected by anonymity which promotes honest responses. With the implementation of carefully worded questions, valid data can be obtained in a relatively inexpensive way.

This preliminary presentation of the results of the survey was prepared for the organization as a whole in order to insure that the data is in readable form. It is anticipated that this summary can then be used and interpreted by various units of the college to assist in increasing Armstrong's effectiveness as a progressive institution in meeting student needs.

METHOD

Subjects

The subjects were 889 Armstrong State College students who were attending evening classes during Fall Quarter 1991. For purposes of analysis, the data was examined according to two populations:

1. The Overall Evening Sample (OES, N = 889): This included all the data collected. This OES group consisted of all of the students attending at least one evening class during this quarter and returning a completed survey. The OES group included both students who generally attend evening classes and those who may be occasional evening students, enrolling in evenings for just one or a few classes during their college careers.

2. The Primarily Evening Sample (PES, n = 556): This PES group indicated on their surveys that they enroll primarily in evenings rather than primarily during the mornings, afternoons or Saturdays. These students may have a different perspective of the evening program based upon the fact that they take all or most of their classes at night.

The results of this survey are mainly presented in terms of the data from the OES (overall evening sample). In instances for which the responses from the OES differed significantly from the responses of the PES (primarily evening sample), both analyses are presented. Chi-square statistics were calculated to identify these differences.

In the OES, overall sample, there were 631 (71.5%) female

and 251 (28.5%) male respondents. The average age for the OES was 28.6 years (SD = 8.4) with a range of 17-65 years. The average age for the PES was 30.8 years (SD = 8.4) with a range of 17-65 years.

Materials

All copying was obtained from the college print shop. Manila mailing envelopes were supplied by the Department of Psychology.

Procedure

Input in designing the questions for the survey was gathered from administration sources, interested faculty, the Student Government Association and individual students. The Evening Student Survey, 1990, served as a starting point for survey construction. Items were added as interested participants presented questions that were of concern to them. After a pilot study was conducted (n = 30), the final instrument consisting of 50 questions (Appendix A) was constructed. Four of the items were open-ended and the remainder were multiple choice fixed responses. Upon approval of those contributing to the design, copies of the survey were made by the campus printing facility.

A memo announcing the survey and requesting support was sent from Vice President Butler to each faculty member teaching an evening course Fall Quarter, 1991. A letter including instructions for completion and the deadline for return was distributed with the survey itself. In order to achieve maximum participation, a follow-up memo extending the deadline was sent

to all instructors who did not return the completed surveys as scheduled.

RESULTS

The questionnaires were distributed at the end of Fall Quarter, 1991 by all instructors of evening classes. Evening classes were defined as those beginning after 3:00 p.m. Evening student enrollment for that quarter was 1379. There were 889 completed surveys returned.

Frequencies and percentages were calculated on the basis of the number of students responding to each question. The total number of students participating in the survey was 889, but every student did not respond to every question.

Identifying Information[1]

Of this overall sample, OES, 284 (33.1%) were freshmen, 203 (23.6%) sophomores, 167 (19.4%) juniors, 158 (18.4%) seniors and 47 (5.5%) graduate students.[2] Of the PES, 43.2% were freshmen, 22.4% sophomores, 16.3% juniors, 10.8% seniors and 7.3% graduate students.

Students were requested to indicate their major, their current area of interest or to indicate that they were undecided. Since this was an open ended question, the answers covered a wide

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[1]See previous Subject section for results regarding age and sex.

[2]The survey was directed at undergraduate students. It was distributed only to undergraduate classes held on Armstrong's campus. Those students responding to the Graduate category are assumed to be students who have completed one degree, but are enrolled for some purpose in an undergraduate class.

range of areas. In terms of schools, of the 865 students who responded, 305 (35.2%) could be classified as Arts and Sciences 293 (33.9%) as Health Professions, 210 (24.3%) as Education, 43 (5%) as Business, and 14 (1.6%) as undecided.

In reporting their zip codes, the OES most frequently reported 31419 (23.9%), 31406 (18.3%) and 31405 (8.3%).

Schedule Information

In terms of schedule information for the OES, 42.2% of students reported a usual number of hours enrolled each quarter as 12 or more, 26.5% reported 0-5 hours, 25.8% reported 9-11 hours and 5.5% reported 6-8 hours. A comparison of this sample to students attending primarily evening classes, PES, indicated that 18% enroll 12 or more hours, 41% reported 0-5 hours, 33% reported 9-11 hours and 7% 6-8 hours.

When asked during what time of the day students normally take most of their classes, the OES yielded 556 (66.3%) students who reported primarily evenings (4:00 pm - 10:30 pm), 230 (27.4%) primarily mornings (7:00 am - 11:50 am), 51 (6.1%) primarily afternoons (12 pm - 3:50 pm) and 1 (.1%) primarily Saturday mornings. In response to the question concerning what class times were preferred (students could check all that apply) for the OES, 556 indicated evenings, 356 weekday mornings, 235 Saturday mornings, 145 Saturday afternoons and 135 weekday afternoons.

Additional scheduling information was requested on the basis of a 5 point Likert scale of Strongly Agree (SA), Agree (A),

Undecided (U), Disagree (D) and Strongly Disagree (SD). See Table 1 for frequencies and comparisons of the OES with students primarily attending evening classes, PES.

Student Activities Information

A section of the survey was devoted to Student Activities Information. Students were given the option of responding Agree, Don't Know or Disagree. See Table 2 for a listing of the specific questions, the frequencies of student responses and comparisons of OES with the PES.

In addition, students were asked whether or not they would participate in intramural sports or student activities if they were available at each of three separate time periods. The questions called for a yes or no response. The majority of students in the OES indicated that they would not participate in sports no matter what time period was offered. Combining all three time choices, there were 1792 (74.6%) "no" and 611 (25.4%) "yes" responses. Among those who did respond positively, the most popular time choice was weekends with 300 (36.4%) yes and 522 (63.5%) no responses. After 4 p.m. was second choice with 249 (30%) yes and 583 (70%) no replies.

Chi square analysis indicates that the PES responded differently to these questions than morning and afternoon students. Overall, there were 1071 (76.3%) no and 324 (23.2%) yes responses. For weekends, there were 166 (32.6%) yes and 343 (67.4%) no responses ($x^2 = 9.69$, $p < 0.02$). For participation in sports after 4 p.m., there were 143 (27.2%) yes responses and 383

(72.8%) no responses ($x^2 = 11.88$, $p < 0.01$).

The survey also asked in what intramural sports students would like to participate. More than one sport could be mentioned. There were 562 students in the OES who did not respond. Of those who did make selections, there were 73 who indicated none, don't know or too busy. Of sports mentioned specifically, there were 62 listings for volleyball, 42 for softball, 34 for tennis, 28 for football, 24 for basketball, 19 for flag football, 16 for baseball, 15 each for aerobics and soccer, and 11 for swimming.

Regarding student activities for the OES, a slight majority of students indicated that they would participate in activities offered on the weekends with 427 (53.4%) yes's and 373 (46.6%) no's and after 4 p.m. with 409 (50.7%) yes's and 398 (49.3%) no's. Students were then asked in which student activities they would like to participate. The answers were very wide in variety. There were 637 students who did not respond and 97 who did not specify an activity or stated they weren't sure which activities to suggest. In terms of frequencies, the rest of the suggestions basically received only one or two mentions. Student government was listed 19 times, concerts 17, lectures 11, art shows and the newspaper 6, CUB 5, WOW 4, and plays 3. All other activities were mentioned 2 or less times.

Regarding an on-campus leadership seminar of the OES, 349 (28.5%) students responded that they would participate and 825 (71.5%) that they would not. For an on campus careers seminar,

504 (57.7%) indicated that they would participate and 369 (42.3%) that they would not.

The next set of questions solicited information regarding Student Services. The first section concerned the Counseling and Testing Office, the Career Planning and Placement Office, the Registrar's Office and the Financial Aid Office. Respondents had the choice of indicating yes, don't know or no (see Table 3). The questions in the second section refer to the Computer Labs, Library Orientation, the Writing Center and Math Tutor Service. The response choices were yes, don't know and no (see Table 4).

The subsequent section regarding Student Services incorporated several different areas ranging from advisement to daycare, each with a separate set of responses (see Table 5). Some responses to the questions regarding the main purpose for enrolling and source of funding were not included in Table 5 because the students selected more than one answer when asked to choose only one. For the question regarding enrollment for the OES, an examination of the 66 surveys that had two or more reasons marked was made. The three most frequently appearing reasons were to get a baccalaureate degree (48), to improve my self-image (22) and to take courses that I can eventually transfer to other colleges (22). ** A further analysis of the "other" (71) responses for which students were asked to specify reasons indicated that the majority (31) of these answered teaching certificates, with graduate work (17) being second and being close to home (10) being third.

For the question regarding major source of funding for tuition and fees, an examination of the 48 surveys in the OES that had two or more reasons marked was made. The three most frequently occurring sources were my personal funds (38), family sources (23) and financial aid (18). ** A further analysis of the "other" (17) responses for which students were asked to specify sources indicated that there was a wide range of answers from local hospitals to J.T.P.A. to "miracles".

The final section of the survey with fixed responses covered the topics of quality of instruction and services offered to evening students. Each of these was rated on a scale from poor to excellent. There were 8(0.9%) students who answered that the quality of instruction was poor, 41(4.7%) replied needs improvement, 357(41.2%) indicated acceptable and 460(53.1%) students responded that it was excellent. In rating services offered to evening students, 61(7.1%) students indicated that services were "excellent", 139(16.1%) responded "poor", 288(33.3%) replied "acceptable" and 376(43.5%) answered "needs improvement". Examining the responses of those students who attend primarily evening classes (PES) indicated some significant differences (x^2 = 35.13, p > 0.00). There were 28(5.2%) "excellent" responses, 100(18.6%) "poor", 157(29.1%) "acceptable" and 254(47.1%) "needs improvement".

The final two questions were open ended. One question asked the students to list what they considered to be the strengths and weaknesses of the evening program. The second inquiry requested

suggestions to further strengthen the program. It is noteworthy to mention that these two questions were very similar and that many students repeated the same comments for both items. The responses to these questions may have been influenced by the previously occurring items in terms of students feeling it was not necessary to repeat issues addressed earlier.

Respondents could provide as much information as they chose. This gave the students an opportunity to comment on any issues about which they felt strongly and had formed opinions. The data therefore should represent clear perceptions of strengths, weaknesses and suggestions to strengthen the evening program.

A system was developed to encode the data for each of the questions. Numerical codes were assigned for frequently occurring responses for each question. Every survey was then read by two sources who coded all the responses for each question. Any differences were argued to consensus.

In the OES, strengths of the evening program were mentioned 264 times. In the PES, strengths were listed 177 times. The top three items (n, %) that appeared in the OES were:

(1) Faculty and their advising - OES 108(40.9) PES 83(46.9)

(2) There is a night program and it is possible to complete a degree in the evenings - OES 101(38.3) PES 58(32.8)

(3) Class times and days - OES 27(10.2) PES 14(7.9)

Others strengths were mentioned 13 or less times per item. These comprised 12.4 % of the OES and 10.6% of the PES.

In terms of weaknesses, in the OES 553 were listed by

students. For the PES, 387 were mentioned. The top seven items (n, %) were:

(1) Lack of class selection and poor scheduling -
OES 262(47.4) PES 190(49.1)

(2) Poor lighting - OES 81(14.6) PES 48(12.4)

(3) Lack of facilities, offices and support services at night -
OES 53(9.6) PES 43(11.1)

(4) Part-time, unqualified, unavailable faculty -
OES 40(7.2) PES 29(7.5)

There are differences between the OES and the PES when listing the order of the next 3 items. For the OES:

(5) Class times and days - OES 31(5.6)

(6) Poor security - OES 25 (4.5%)

(7) Can't complete degree at night -
OES 21 (3.8%)

For the PES:

(5) Lack of information - PES 17(4.4)

(6) Can't complete degree at night - PES 17(4.4)

(7) Poor security - PES 15(3.9)

Other items mentioned occurred less than 15 times each. This would comprise 7.3% of the OES and 7.2% of the PES.

For the question requesting suggestions to strengthen the evening program, there were 456 comments in the OES. In the PES, there were 331 suggestions. The top three items (n, %) for both the OES and the PES were:

(1) Offer wider variety of class selection and scheduling - OES 213(46.7) PES 154(46.5)

(2) Improve lighting - OES 78(17.1) PES 49(14.8)

(3) Keep facilities open later - OES 39(8.6) PES 33(10.0)

There are some slight differences in the next four rankings. For the OES:

(4) Increase support services (ie: advisors) available in the evening - OES 29(5.7)

(5) Offer more degrees - OES 26(5.1)

(6) Increase security - OES 22(4.3)

(7) Reduce fees and increase services - OES 16(3.5)

The remaining suggestions from the OES comprised 10% and each item was mentioned less than 15 times.

For the PES:

(4) Offer more degrees - PES 25(7.6)

(5) Increase support services (ie: advisors) available in the evening - PES 24(7.3)

(6) Reduce fees and increase services - PES 15(4.5)

(7) Hold more classes after 8 p.m. - PES 12(3.6)

(8) Increase security - PES 11(3.3)

Other suggestions for improvement from the PES (2.4%) were mentioned less than 5 times each.

In order to present this data from the open-ended questions as completely as possible, the two sources also noted specific comments that students wrote. Appendix B contains a

representative "sample" of these comments. This "sample" is meant to be neither all inclusive nor balanced. For any reader wishing further detail, a more indepth collection of comments is available as are the original surveys.

Discussion

In interpreting the results of any research, certain cautions should be considered. One of the first issues to be addressed is whether or not the students who responded to this distributed quesionnaire are representative of the evening population as a whole. There were 1379 evening students registered during this quarter. There were 889 completed surveys returned. This is a 64% return rate. Surveys were received from 68 of the 76 (89%) undergraduate evening classes to whom the questionnaires were sent.

To further provide a representative sample, every effort was made to ensure equal opportunity to participate to all evening students. In addition, data has been presented not only in terms of the overall evening sample (OES), but also in terms of those students who indicated that they take their classes primarily in the evenings (PES). This PES may provide more accurate data as it separates the occasional evening student, who may take only one or a few evening classes, from the student who had have more experience in the evening program. Based upon these reasons, it is assumed that these results are representative of the evening students perceptions.

The results of this study duplicated conclusions of the

earlier survey and expanded the profile of the evening student. The original survey was returned by 444 students. For this research, we were able to more than double the sample reached by increasing the response to 889 students.

In terms of average age, both surveys indicated 28 years with analysis of the PES presenting a more representative age of 30.8 years. This survey further defined the evening student by including class, major, zip code and by fine tuning the information of the number of hours enrolled. Similar responses were also received from both surveys on issues related to participating in intramurals, class scheduling and Saturday classes. These observations suggest that this data is also reliable.

The majority of the information obtained from this research was objective. As outlined earlier, care was taken to classify data which was subjective as precisely as possible. There were a few questions which would need to be clarified if utilized again, but overall the data obtained is considered to be valid.

In an effort to be all inclusive, the number of questions increased. Student participation might have been even higher with a briefer questionnaire. In addition, it is difficult to analyze this enormous amount of data. It is suggested to limit the next survey to one page and to direct it to specific areas rather than trying to address all issues at the same time.

Finally, in our constantly changing world, the concept of a "paradigm shift" should be considered. As cited in the

Introduction, the "typical" college student is changing. It is suggested that some of the questions utilized in this research were designed from a paradigm that dealt primarily with the perceptions of the traditional day student. Although efforts were certainly made to address the evening student's concerns, a new perspective may be necessary in order to fully address the unique needs of those enrolled in the evening program. Perhaps more detailed input from evening students themselves would increase the effectiveness of those particular questions and also raise new issues which have not yet been included.

At this time, it is hoped that these data can be implemented to determine the most critical concerns and to address these primary issues immediately. In the future, it is recommend that more focused, objective and specifically oriented research be designed as needed in order to continue to further our understanding of the evening student and her or his needs.

Table 1

Class Scheduling

	SA	A	U	D	SD
	N (%)	N (%)	N(%)	N(%)	N(%)
I can obtain my degree by attending evening classes only.					
OES	64(7.3)	135(15.6)	152(17.4)	259(29.7)	261(29.9)
*PES	45(8.2)	108(19.7)	80(14.6)	149(27.2)	165(30.2)
	* (x^2 = 42.26, p < 0.00)				
There is need for more sections of currently offered classes.					
OES	423(48.2)	268(30.5)	134(15.3)	38(4.3)	15(1.7)
*PES	308(56.1)	156(28.4)	62(11.3)	17(3.1)	6(1.1)
	* (x^2 = 87.27, p < 0.00)				
There is a need for a wider variety of evening class offerings.					
OES	519(58.7)	267(30.2)	81(9.2)	12(1.3)	5(.6)
*PES	371(67.2)	143(25.9)	33(6.0)	4(.7)	1 (.2)
	* (x^2 = 66.29, p < 0.00)				
There is a need for more evening classes scheduled to start after 7pm.					
OES	198(22.6)	238(27.1)	274(31.2)	138(15.7)	29(3.3)
*PES	148(26.9)	153(27.8)	157(28.5)	82(14.9)	11(1.9)
	* (x^2 = 40.46, p < 0.00)				
I would attend classes that meet on Saturdays only.					
OES	198(22.7)	185(21.2)	130(14.9)	136(15.6)	224(25.6)
*PES	150(27.3)	137(25.0)	94(17.1)	79(14.4)	89(16.2)
	* (x^2 = 90.03, p < 0.00)				

Table 1 (cont.)

Class Scheduling

	SA	A	U	D	SD
	N(%)	N(%)	N(%)	N(%)	N(%)
I know people who are not currently enrolled at ASC who would attend classes if they were offered on Saturdays.					
OES	164(18.7)	192(21.9)	319(36.3)	119(13.5)	84(9.6)
*PES	114(20.8)	130(23.8)	206(37.7)	63(11.5)	34(6.2)
* (x^2 = 44.29, p < 0.00)					
I would attend classes scheduled at a secure downtown facility.					
OES	143(16.1)	171(19.3)	133(15.0)	167(18.8)	272(30.7)

Table 2

Student Activities Information

	Agree	Don't Know	Disagree
	N (%)	N (%)	N (%)
Quarterly fees include tuition, student activity fees, and athletic fees.			
OES	471(53.4)	265(30.0)	146(16.6)
Athletic and student activity fees should be paid by only those who participate in those activities.			
OES	706(80.0)	69(7.8)	108(12.2)
*PES	459(83.2)	44(8.0)	49(8.8)
	* (χ^2 = 17.58, p < 0.00)		
More lighting and security are needed on campus in the evening.			
PES	755(85.3)	82(9.3)	48(5.4)
I participate in intramural sports activities.			
OES	76(8.6)		811(91.4)
*PES	21(3.8)		534(96.2)
	* (χ^2 = 42.29, p < 0.00)		
I participate in student organizations.			
OES	110(12.4)		774(87.6)
*PES	30(5.4)		524(94.6)
	* (χ^2 = 62.97, p < 0.00)		
I participate in student activities (e.g. concerts, lectures)			
OES	275(31.0)		613(69.0)
*PES	136(24.5)		419(75.5)
	* (χ^2 = 26.4, p < 0.00)		

Table 2 (cont.)

Student Activities Information

	Agree N (%)	Don't Know N (%)	Disagree N (%)
I know my student government representative's name.			
OES	99(11.2)		781(88.8)
*PES	30(5.5)		520(94.5)
	* (χ^2 = 56.53, p < 0.00)		
A student government representative is needed specifically for evening students.			
OES	392(44.1)	365(41.1)	131(14.8)
*PES	283(51.0)	209(37.7)	63(11.3)
	* (χ^2 = 41.80, p < 0.00)		
I would like to have an evening administrator to whom I may address questions and concerns.			
OES	611(68.8)	187(21.1)	90(10.1)
*PES	420(75.7)	87(15.7)	48(8.6)
	* (χ^2 = 45.34, p < 0.00)		

Table 3

Student Services - Offices

	Yes	Don't Know	No
	N(%)	N(%)	N(%)
Counseling and Testing Office (8 a.m. - 5 p.m.):			
I have used the services of this office.			
OES	256(30.4)	27(3.2)	558(66.3)
I can not be on campus during the normal office hours of this office.			
OES	339(40.8)	76(9.2)	415(50.0)
*PES	254(49.1)	45(8.7)	218(42.2)
	* (χ^2 = 54.77, p < 0.00)		
I made an appointment to meet staff from this office after 5 p.m.			
OES	31(3.7)	43(5.1)	775(91.3)
*PES	27(5.1)	18(3.4)	482(91.5)
	* (χ^2 = 33.82, p < 0.00)		
I'd use the services of this office during evening hours if available.			
OES	466(55.5)	129(15.4)	245(29.2)
*PES	342(65.4)	62(11.9)	119(22.7)
	* (χ^2 = 70.43, p < 0.00)		
I feel I've received satisfactory services from the staff in this office.			
OES	264(32.5)	427(52.5)	121(14.9)

Table 3 (cont.)

Student Services - Office

	Yes	Don't Know	No
	N(%)	N(%)	N(%)
Career Planning & Placement Office (8 a.m. - 5 p.m.):			
I have used the services of this office.			
OES	173(21.1)	27(3.3)	619(75.6)
I can not be on campus during the normal office hours of this office.			
OES	331(40.5)	72(8.8)	414(50.7)
*PES	247(48.4)	41(8.0)	222(43.5)
	* (χ^2 = 46.97, p < 0.00)		
I made an appointment to meet staff from this office after 5 p.m.			
OES	25(3.0)	39(4.6)	777(92.4)
*PES	21(4.0)	19(3.6)	483(92.4)
	* (χ^2 = 31.91, p < 0.00)		
I'll use the services of this office during evening hours if available.			
OES	489(58.1)	122(14.5)	231(27.4)
*PES	351(67.1)	61(11.7)	111(21.2)
	* (χ^2 = 59.59, p < 0.00)		
I feel I've received satisfactory services from the staff in this office.			
OES	222(27.9)	133(16.7)	441(55.4)

Table 3 (cont.)

Student Services - Office

	Yes	Don't Know	No
	N(%)	N(%)	N(%)
Registrar's Office (8 a.m. - 7 p.m.):			
I have used the services of this office.			
OES	816(94.1)	4(.5)	47(5.4)
I can not be on campus during the normal office hours of this office.			
OES	312(38.7)	53(6.6)	442(54.8)
*PES	216(43.1)	33(6.6)	252(50.3)
	* (χ^2 = 18.76, p < 0.00)		
I made an appointment to meet staff from this office after 5 p.m.			
OES	46(5.5)	39(4.7)	746(89.8)
*PES	40(7.7)	19(3.7)	459(88.6)
	* (χ^2 = 37.53, p < 0.00)		
I'd use the services of this office during evening hours if available.			
OES	600(71.3)	88(10.5)	153(18.2)
I feel I've received satisfactory services from the staff in this office.			
OES	623(74.2)	90(10.7)	127(15.1)
*PES	386(74.2)	65(12.5)	69(13.3)
	* (χ^2 = 14.84, p < 0.02)		

Table 3 (cont.)

Student Services - Office

	Yes	Don't Know	No
	N(%)	N(%)	N(%)
Financial Aid Office (8 a.m. - 5 p.m.):			
I have used the services of this office.			
OES	368(44.3)	9(1.1)	453(54.6)
*PES	180(35.2)	6(1.1)	326(63.7)
	* (χ^2 = 35.20, p < 0.00)		
I can not be on campus during the normal office hours of this office.			
OES	327(40.3)	63(7.8)	422(52.0)
*PES	236(46.6)	39(7.7)	231(45.7)
	* (χ^2 = 30.52, p < 0.00)		
I made an appointment to meet staff from this office after 5 p.m.			
OES	19(2.3)	38(4.5)	779(93.2)
I'd use the services of this office during evening hours if available.			
OES	409(49.5)	98(11.9)	320(38.7)
*PES	269(52.8)	49(9.6)	191(37.5)
	*(χ^2 = 20.51, p < 0.00)		
I feel I've received satisfactory services from the staff in this office.			
OES	291(36.6)	313(39.3)	192(24.1)

Table 4

Student Services

	Yes	Don't Know	No
	N(%)	N(%)	N(%)
Computer Labs (6 a.m. - 10 p.m.):			
I have used this service.			
OES	388(45.2)	8(.9)	462(53.8)
*PES	196(36.7)	6(1.1)	332(62.2)
	* (χ^2 = 46.65, p < 0.00)		
I use this service during daytime hours.			
OES	266(32.0)	22(2.7)	542(68.0)
I use this service during evening hours.			
OES	318(38.1)	27(3.2)	489(58.6)
I feel I've benefited from using this service.			
OES	373(46.0)	144(17.8)	294(36.3)

Table 4 (cont.)

Student Services

	Yes	Don't Know	No
	N(%)	N(%)	N(%)
Library Orientation (as scheduled):			
I have used this service.			
OES	384(44.9)	19(2.2)	452(52.9)
*PES	190(35.8)	12(2.3)	328(61.9)
	* (χ^2 = 49.87, p < 0.00)		
I use this service during daytime hours.			
OES	261(31.6)	32(3.9)	532(64.5)
I use this service during evening hours.			
OES	235(28.4)	34(4.1)	559(67.5)
I feel I've benefited from using this service.			
OES	344(42.6)	157(19.5)	306(37.9)I

Table 4 (cont.)

Student Services

	Yes	Don't Know	No
	N(%)	N(%)	N(%)
Writing Center (8 a.m. - 8 p.m.):			
I have used this service.			
OES	393(46.2)	9(1.1)	448(52.7)
*PES	204(38.9)	6(1.1)	314(59.9)
	* (x2 = 37.58, p < 0.00)		
I use this service during daytime hours.			
OES	274(33.2)	26(3.1)	526(63.7)
*PES	97(19.0)	18(3.5)	395(77.5)
	* (x2 = 123.63, p < 0.00)		
I use this service during evening hours.			
OES	219(26.4)	28(3.4)	582(70.2)
I feel I've benefitted from using this service.			
OES	366(45.1)	151(18.6)	295(36.3)
*PES	195(39.1)	102(20.4)	202(40.5)
	* (x2 = 28.49, p < 0.00)		

Table 4 (cont.)

Student Services

	Yes	Don't Know	No
	N(%)	N(%)	N(%)
Math Tutor Services (8 a.m. - 1 p.m. and 5 p.m. - 6 p.m.:			
I have used this service.			
OES	188(22.1)	7(0.8)	657(77.1)
*PES	92(17.5)	4(0.7)	431(81.8)
	* (x2 = 24.09, p < 0.00)		
I use this service during daytime hours.			
OES	143(17.4)	29(3.5)	652(79.1)
*PES	53(10.3)	17(3.3)	443(86.4)
	* (x2 = 47.76, p < 0.00)		
I use this service during evening hours.			
OES	122(14.9)	35(4.3)	662(80.8)
I feel I've benefitted from using this service.			
OES	183(23.1)	186(23.5)	422(53.4)
*PES	96(19.7)	124(25.5)	267(54.8)
	* (x2 = 12.93, p < 0.04)		

Table 5

Student Services (cont.)

N (%)

What method do you use to get advisement in selecting classes? (check only one)

OES 95(11.0) - advisement center

OES 107(12.4) - self-selected advisor

OES 119(13.7) - school appointed advisor

OES 171(19.7) - don't have an advisor, I select my own classes

OES 374(43.2) - departmental advisor

Did you attend a new student orientation session? (check only one)

OES	11(1.3)	*PES	9(1.7)	- Walk-on Wednesday
OES	36(4.2)	*PES	30(5.6)	- Adults Back to College (ABC)
OES	187(21.7)	*PES	83(15.4)	- CHAOS
OES	627(72.8)	*PES	416(77.3)	- I did not attend an orientation

* (x^2 = 40.28, p < 0.00)

Would it be helpful to you if families were included in the orientations sessions, and a part of the session was directed specifically to providing information to family members?

OES 163(18.6) - yes

OES 323(36.8) - don't know

OES 392(44.6) - no

Are you currently using, or could you use, the child care discounts available to Armstrong students?

OES 105(12.0) - yes

OES 198(22.6) - didn't know about it

OES 254(29.0) - no

OES 320(36.5) - don't need

Table 5 (cont.)

Student Services (cont.)

N (%)

Would you use an on-campus day care facility if it were available?

OES	196(22.4)	*PES 140(25.6)	- no
OES	250(28.6)	*PES 152(27.8)	- yes
OES	429(49.0)	*PES 255(46.6)	- don't need

* (x^2 = 14.38, p < 0.02)

For what main purpose did you enroll at Armstrong? Please choose only one answer.

OES	5(0.6)	*PES 2(0.4)	- to learn more about the world
OES	11(1.3)	*PES 8(1.5)	- I have no particular goal in mind
OES	12(1.4)	*PES 10(1.9)	- to improve my self-image
OES	18(2.1)	*PES 16(3.0)	- to take job related courses
OES	71(8.4)	*PES 47(8.9)	- other ** (see results section)
OES	92(10.9)	*PES 49(9.3)	- to take courses that I can eventually transfer to another college
OES	141(16.7)	*PES 116(22.0)	- to get an associate degree (a 2 year degree)
OES	494(58.5)	*PES 279(52.9)	- to get a baccaleaureate degree (a 4 year degree)

* (x^2 = 66.94, p < 0.00)

Table 5 (cont.)

Student Services (cont.)

	N (%)			
What is your major source of funding for tuition and fees? Please choose only one answer.				
OES	17(2.0)	*PES	12(2.3)	- other ** (see results section)
OES	34(4.0)	*PES	26(5.0)	- Federal assistance (Vet. Ad., Voca. Rehb, etc.)
OES	98(11.7)	*PES	77(14.7)	- employee reimbursement
OES	130(15.5)	*PES	46(8.8)	- family sources
OES	173(20.6)	*PES	80(15.3)	- financial aid (scholarships, grants, loans, work study)
OES	388(46.2)	*PES	283(54.0)	- my personal funds

* (χ^2 = 97.35, p < 0.00)

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Evening Student Survey

A. Identifying Information

1. What is your age? _____
2. What is your sex? ___a. female ___b. male
3. What is your ZIP code? _ _ _ _ _ _
4. What is your status? ___a. freshman ___c. junior ___e. graduate student
   ___b. sophomore ___d. senior
5. What is your major? (If undeclared, please write your current major area of interest.)
   _____

B. Schedule information

6. What is the usual number of hours for which you enroll each quarter? (check one)
   ___a. 0-5 ___b. 6-8 ___c. 9-11 ___d. 12 or more
7. When do you normally take most of your classes? (check one)
   ___a. morning classes (7am -11:50am)
   ___b. afternoon classes (12pm - 3:50pm)
   ___c. evening classes (4pm - 10:30pm)
8. What class times do you prefer? (check all that apply)
   ___a. morning classes (7am -11:50am) ___d. Saturday morning classes (8am - 12pm)
   ___b. afternoon classes (12pm -3:50pm) ___e. Saturday afternoon classes (1pm-5pm)
   ___c. evening classes (4pm - 10:30pm)

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Please read the following statements and indicate your choice for each statement.

Strongly Agree	**SA**
Agree	**A**
Undecided	**U**
Disagree	**D**
Strongly Disagree	**SD**

9.	Classes are scheduled so that I can obtain my degree by attending evening classes only.	**SA**	**A**	**U**	**D**	**SD**
10.	There is a need for more sections of currently offered evening classes.	**SA**	**A**	**U**	**D**	**SD**
11.	There is a need for a wider variety of evening class offerings.	**SA**	**A**	**U**	**D**	**SD**
12.	There is a need for more evening classes scheduled to start after 7pm.	**SA**	**A**	**U**	**D**	**SD**
13.	I would attend classes that meet on Saturdays only.	**SA**	**A**	**U**	**D**	**SD**
14.	I know people who are not currently enrolled at ASC who would attend classes if they were offered on Saturdays.	**SA**	**A**	**U**	**D**	**SD**
15.	I would attend classes scheduled at a secure downtown facility.	**SA**	**A**	**U**	**D**	**SD**

C. Student Activities Information

Please read the following statements and indicate your choice for each statement.

Agree	**A**
Don't Know	**DK**
Disagree	**D**

16.	Quarterly fees include tuition, student activity fees, and athletic fees.	**A**	**DK**	**D**
17.	Athletic and student activity fees should be paid by only those who participate in those activities.	**A**	**DK**	**D**
18.	More lighting and security are needed on campus in the evening.	**A**	**DK**	**D**
19.	I participate in intramural sports activities.	**A**		**D**
20.	I participate in student organizations.	**A**		**D**
21.	I participate in student activities (e.g. concerts, lectures, art shows).	**A**		**D**
22.	I know my student government representative's name.	**A**		**D**
23.	A student government representative is needed specifically for evening students.	**A**	**DK**	**D**
24.	I would like to have an evening administrator to whom I may address questions and concerns.	**A**	**DK**	**D**

25. Would you participate in intramural sports if they were available at the following times? (circle)
    - Yes No a. 12pm-1:30pm
    - Yes No b. evenings (after 4pm)
    - Yes No c. weekends

26. Would you participate in student activities (e.g. student organizations, lectures, concerts) if they were available at the following times?
    - Yes No a. 12pm-1:30pm
    - Yes No b. evenings (after 4pm)
    - Yes No c. weekends

27. I would like to participate in an on-campus leadership seminar. Yes No

28. I would like to participate in an on-campus careers seminar. Yes No

29. I would like to participate in the following intramural sports: _____

30. I would like to participate in the following student activities: _____

D. Student Services.

Please circle your choices (one for each office) for each question.

Yes Y
No N
Don't Know DK

		Counseling and Testing Office (8am-5pm)	Career Planning & Placement Office (8am-5pm)	Registrar's Office (8am-7pm)	Financial Aid Office (8am-5pm)
31.	I have used the services of this office.	Y DK N	Y DK N	Y DK N	Y DK N
32.	I can not be on campus during the normal office hours of this office.	Y DK N	Y DK N	Y DK N	Y DK N
33.	I made an appointment to meet staff from this office after 5pm.	Y DK N	Y DK N	Y DK N	Y DK N
34.	I would use the services of this office during evening hours if available.	Y DK N	Y DK N	Y DK N	Y DK N
35.	I feel I've received satisfactory services from the staff in this office.	Y DK N	Y DK N	Y DK N	Y DK N

		Computer Labs (6am-10pm)	Library Orientation (as scheduled)	Writing Center (8am -8pm)	Math Tutor Services (8am -1pm) (5pm -6pm)
36.	I have used this service.	Y DK N	Y DK N	Y DK N	Y DK N
37.	I use this service during daytime hours.	Y DK N	Y DK N	Y DK N	Y DK N
38.	I use this service during evening hours.	Y DK N	Y DK N	Y DK N	Y DK N
39.	I feel I've benefitted from using this service.	Y DK N	Y DK N	Y DK N	Y DK N

40. What method do you use to get advisement in selecting classes? (check only one)
___a. advisement center ___c. school appointed advisor ___e. self-selected advisor
___b. departmental advisor ___d. I don't have an advisor, I select my own classes

41. Did you attend a new student orientation session? (check only one)
___a. CHAOS ___c. Adults Back to College (ABC)
___b. Walk-on Wednesday ___d. I did not attend an orientation session.

42. Would it be helpful to you if families were included in the orientation sessions, and a part of the session was directed specifically to providing information to family members?
___a. Yes ___b. Don't Know ___c. No

43. Are you currently using, or could you use, the child care discounts available to Armstrong students?
___a. Yes ___b. Don't Need ___c. No ___d. Didn't know about it

44. Would you use an on-campus day care facility if it were available?
___a. Yes ___b. Don't Need ___c. No

45. For what main purpose did you enroll at Armstrong? Please choose only one answer.
    - ___a. I have no particular goal in mind.
    - ___b. to get an associate degree (a 2 year degree)
    - ___c. to get a baccalaureate degree (a 4 year degree)
    - ___d. to take job related courses
    - ___e. to learn more about the world
    - ___f. to improve my self-image
    - ___g. to take courses that I can eventually transfer to another college
    - ___h. other, specify _____

46. What is your major source of funding for tuition and fees? Please choose only one answer.
    - ___a. my personal funds
    - ___b. family sources
    - ___c. financial aid (scholarships, grants, loans, work study)
    - ___d. federal assistance (Veteran's Administration, Voc Rehab, etc.)
    - ___e. employer reimbursement
    - ___f. other, specify _____

Please indicate your rating of the following characteristics.

Excellent	**E**
Acceptable	**A**
Needs Improvement	**NI**
Poor	**P**

47. Quality of instruction **E A NI P**
48. Services offered to evening students **E A NI P**
49. Please take a moment to list what you consider to be the strengths and weaknesses of Armstrong's evening programs:

50. Please list any suggestions that you may have to further strengthen the evening program at Armstrong: